BOOK REVIEWS

PHILOSOPHY OF EDUCATION. AN ESSAY TOWARDS A

AN ESSAY TOWARDS A PHILOSOPHY OF EDUCATION. By Charlotte M. Mason (Kegan Paul, Trench, Truburr and Co. 108, 6d, net).

THIS, Miss Charlotte Mason's last book which she did not live to see in print, in many ways sume up her teaching and her message. It is a book of much wisdom, and refreshing alike for its respect for children and for its respect for experience. Miss and for its respect to expected the Mason had studied education too long to be carried away by stones and panaeaes, however sedictive. She had the true pioneer's suspicion of seening short cuts. She knew, that Sir Rabindramath Tagore, that the process of growing can only be done by the grower; and, like Russian, that the mind of a child may be trusted to take or reject arcurding to its needs; that knowledge cannot be digestled in tabload form, be the tabloids made never schilding; that not of which big book "a child" may not get more than half-a-dozen of those ideas upon which his spirit thrives," and that such ideas occur "in unexpected places and unrecognised forms," "One of our presumptions sins," she declared, "is that we venture to affer quintons to children (and to older presume) instead of ideas. The mind feeds on ideas, and threefore children should have a generous curriculum." Mason had studied education too long to be

Her Faith in the Child.

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Further, Miss Mason cherisined a steadlaw heited in the child. She realised clearly what most teachers fail to realise (or, at all events, to embody in their system of teaching), that children are well able to deal with sideas. Therefore, she placed little reliance on the ordinary catechatical methods employed in the class-room. Much of the questioning to which children are subjected is a hierarcher eather than a help to their undersamoning (for Nature designed them to asker rather than a help to their undersamoning (for Nature designed them to asker themper of the most phlegmatic grown up, their acid by the control of the control of

well to pender. Mss Mason's method is one of marration, oral and written. She realised that one of marration or one can recome anything without considerable part questions to facilities the would proceed upon the words, she realised that if a Cambridge Action (haller-Couch told a barbaria Sar Action (haller-Couch told and barbaria Sar Action on ant to be practiced and barbaria for Action and the practiced another Cambridge as I ford Action told another Cambridge writing as by reading.

Her Teaching of Literature.

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In teaching literature it would be difficult to improve upon Miss Mason's method. It places the child and the author in direct contact, without the intervention of a third party; and on its expression side, the marration, it makes appeal to two fendamental instincts of childhood, the desire to imitate and the chief local direct in the case of the contact of the con cannot, on the date lattin, claim time, and ther methods we have attained to any marked degree of success in teaching science. The common result of the ordinary methods is that, while the student may acquire some ability to measure, experiment, and observe, he shows a lamentable lack of knowledge of larger principles, broad conceptions, and everyday applications. Miss Mason desployed the "fanal and quite immecessary divorce between science and the humanities," and few can quartel with her declaration that "the only sound method of teaching science is to afford a due combination of field or laboratory work with such literary comments and applifications as the subject affords."

But this book is much more than an ex-Int his book is much more than an ex-position of any system or method. It is a treatise on education itself—a book of mellow wisdom, clearly-and heautifully written, in which no teacher, however widely he differ from Miss Mason in outlook, can fail to find much its arrest him. One could quote from page after page, but three quotations, deal-

ing with marks, motives, and psycho-analysis, must suffice:-

and will marks, motives, and psycho-malysis, must author:

"A school may be working hard, not for love of knowledge, but for love of marks, our old enemy; and then young fares are not serone and joyous, but eager, resides, apt to look anxious and worried. The children do not sleep well and are cross; are suffer or in loars if anything goes wrong, and are gener-ally, difficult to markey. When this is the care breathing a moch condition the are; they, are breathing a moch condition that so-and-so should "run wild" for a year. Pour little soul, at the very moment when he is must an need of knowledge for his sustenance he is left to prey upon himself! No wonder the nervous symptons become worse."

Her Views on Discipline.

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"Fear is no longer the acknowledged basis of school discipline; we have methods more subile than the were terrors of the law. Lovestone to the law. Lovestone law. Loveston

Carriera, the easy prey or issuant of uncountered gargue. "Education implies a continuous going forth of the mind; but whatever induces introspection or any form of self-consciousness holds up, as it were, the intellectual powers and brings progress to a standstill... I may be that the mind as well as the body has may be that the mind as well as the body has the regions where not in charger is a counsel of expoderence; and, by the time we have dealt with those functions of the mind which we know, we may find ourselves in a position to formulate that which we certainly do not posses; a science—should it not be a philosophy?—of education."

These three quotations may serve to show sometting of Miss Mason's independence of entitode; they probably are not the best that could have been chosen. The value of the book is enhanced by an excellent index.

RHOADES. THE COLLECTED POEMS OF JAMES

COLLECTED POEMS.

By JAMES RHOADES. IT, Fisher Unwin,

I AMES RHOADES (1841-1923) was one of those poets of our time who, like T. F. Brown and J. W. H. Myers, was also actively cogneted in education.

also actively coggod in education. Rhousles was a fairly prohific writer. He is, bechaps, beat known for his translations of Virgil, the Georgies, done while he was at Sheeborne, and his, great translation of the desert bloth now in the "The World's Classics". He is temperated, too, by bany for his collaboration on Mr. Lones N. Barker's Pageants, for which he wrote many fine charges and Frices, and in which he even acted. Quite a number of works stand to his catellat, though only one-"The Training of the Inseguration"—written in prisos. His translation will not be called the translation of the Lones N. Barker's Pageants, and the will make the will had much to see that the standard of the Inseguration of the Lones to the Lones to the Lones and the reside well find much to see that the standard of the Lones and the residence will find much to see the standard of the Lones and the residence of the first making a point of his own life. "He writes align the large of the seed of the card large harden of the Schole Rhoades was a fairly prolific writer. He

Nay, if aught be sure, what can be surer. Than that earth's good decays not with

of all the heart's springs none are purer Than the springs of the fountains of

mirth? He that sounds them has pierced the heart's

hollows,
The places where lears are and sleep:
For the foam flakes that dance in life's shal-

Are wrung from life's deen,

Catholicity of Taste.

Catholicity of Taste.

Lewis Carroll, in its immittably near handwriting la writing as beautiful as Rhoades' own used, when the fancy moved him, to make indexes of favourist books as he studied liven. The present reviewer, who once used it will be the market before the factor of them. The present reviewer, who once used it will be author of Alice to Wonderland, has amounted himself by indexing aimitally, under themes and subjects, these collected Power of Khoades. The index overall the cathelicity of Rhoades' 1880s—how interested by was in Alice to the was in Alice to the was in Alice to the was in the open of certy day, in runse, and how deeply religious he was. His conviction that if a thought that is the builder of the mind accurs again and again, right out to the last power in the basis, the lines written on his glighteit birthylay:—
For this is the riskle of life laid bare, Thys, as a man bindstyling has is he.
From hour is not and day by day, Wholeses the final goal may be.

And, side by side with the constructive power of thought, Rhoades held that-

In life's hill-journey, howso' strait
And stern the rock hewn pass may be,
Time's blackest builder chinks are lit
With foam while threads of memory.

He touches the gift of remembering always with pesultar delicacy, as in the sonnels "After the Funeral Vand" Shall I forget the when the Spring comes back?" Here are the first and last stauras of the poem called "Memory" [Memory is speaking]:—

"Memory" [Memory is specking]

1 am born of the early sweet shadows,
"Mid the bubbling of birds and ol streams;
As morn breaks the misss from the mearlows,
I move through the dark of your dreams.
For am I, as the garments of eve;
I am Uerus, and I am Pandors.

To head with my gitts or to grieve.

To heal with my gitte of to gitter

Not et earth is the sucrout I send you,
Dh' we creatures of reangent breath I
As an anget of light I attend you.
To the gloom of the gateway of Death:
But I pass from his shadowy portal,
To finish what first I logan—
Making radiant with Tacities innortal.
The path of ephemoral man.

There is another theme in which Rhoades was deeply interested, the theme of children and childhood. But we for the to quote from the haunting "Seng of the Children, as it is included in the well-known Rose of English Pers on Inform, and Childhood in the Golden Treasury Series.